

The Halyard

Charlie's Chatter

This is a note of thanks to all of you. When the DOE's policy office sent a request to me for information regarding book clubs, I posted it on the listserv, and you responded so quickly and the ideas were incredible. They are a testimony to the wonderful ways you are reaching out to students and your faculty to show the love and joy of reading. I have posted the collection on the DOE web page <http://www.doe.virginia.gov/VDOE/Technology/chalyard.html> For future reference it is the October 19th issue of the Halyard.

As a follow-up to AASL, there have been numerous requests for permission to use some of the materials that we mentioned in our session. A college professor wanted to use the collaboration power point with a group of pre-service teachers and several have inquired about our Linking Li-

braries materials. We are on the move both here in Virginia and in our country as well.

VEMA, in Williamsburg will be here before you know it. The concurrent sessions look awesome. Look for the newest information on Linking Libraries at the session entitled Opening the Treasure Chest: Linking Libraries and Academic Achievement.

I hope to see many of you there!



<http://www.doe.virginia.gov/VDOE/Technology/OET/library.shtml>



Virginia Department
of Education
Office
of Educational
Technology

October 28, 2005

October is

- *Hunger Awareness Month*
- *National Popcorn Popping Month*
- *National Clock Month*
- *Month of the Dinosaurs*
- *Pretzel Month*

November is:

Birthstone is yellow topaz or citrine

Flower is Chrysanthemum

Inside October and November

Daylight Saving ends 30

Halloween 31

Nevada Became the 36th State 31

November 3

Peanut Butter Lovers Month

Veteran's Day 11

Thanksgiving 24

ADOLESCENTS READ!

Something worth reading.

A new publication from the New York Life Revitalizing High School Libraries Initiative, administered by the Public Education Network, provides a snapshot of key positive results. According to New York Life Foundation's vision, school library media centers began the academic improvement process by providing students with access to a wide range of high-interest, developmentally appropriate fiction and non-fiction reading materials. But beyond providing new materials, the initiative also

created an opportunity for library media specialists to forge new relationships with students, teachers, and community members, and to expand their roles within the school in a variety of ways.

[http://www.
publiceducation.org/
pdf/publications/
high_school/
Adolescents_Read.pdf](http://www.publiceducation.org/pdf/publications/high_school/Adolescents_Read.pdf)



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S.O.S. (Situations Outcomes Strategies)

S.O.S., a project of the Center for Digital Literacy at Syracuse University, is a free Web-based resource intended to showcase the efforts of library media specialists and classroom teachers nationwide as they develop and share lesson plans and other teaching materials that motivate K-8 students to learn or sharpen their information literacy skills. All

lesson plans are evaluated. An evaluation rubric will be posted in the near future.

[http://www.informationliteracy.org/
training/Home.htm](http://www.informationliteracy.org/training/Home.htm)

At no time in history has the ability to locate, organize, evaluate, manage and use information been more critical for today's learners.

International School Library Day

In celebration of International School Library Day, please participate in a "Day in the Life" survey for school librarians worldwide. This survey is collecting data on how school librarians spend their time in a typical day throughout the world. You can answer the survey any day during this week (October 25-29). Results will be compiled and posted on the

IASL website in early 2006. All responses are confidential. We hope you take about ten minutes to fill out the online survey available at:
[http://survey.ci.fsu.edu/everhart/
iasltime_use_survey2.htm](http://survey.ci.fsu.edu/everhart/iasltime_use_survey2.htm)

Help for Hurricane Victims (reprinted from the AASL Forum)

While we search for ways we can continue to help the schools devastated by hurricanes this year, there is something you can do right now. Contact your senators and representatives and petition them to advocate for school libraries when they are presenting legislation on hurricane relief. Many agencies are lobbying on the hill right now for the rebuilding of schools, but school libraries have been left out of all wording. The Washington Office is only one voice. They need us to advocate now with all associates to raise awareness of this issue. I am including the wording below. I will send a second email with sample legislative language which could be inserted into any legislation being drafted for Katrina Recovery. Here is the official message:

The IMLS staff has reviewed the language and agrees that the waivers proposed would help the agency act quickly and efficiently to make any funds available to affected libraries. During Hurricane Katrina many libraries were completely or partially destroyed: at least 17 public libraries in Louisiana, 11 public libraries and 64 school libraries in Mississippi and 2 public libraries in Alabama. We know there was more destruction, but we don't yet have the details. Even if FEMA helps to rebuild these essential community organizations, the library collections and equipment will need to be replaced. Some early estimates for books and A/V replacement include \$15 million for Louisiana public libraries, \$12 million for Mississippi public libraries and \$39 million for school libraries, and \$1.5 million for Alabama public libraries. Libraries in Texas, Arkansas, Louisiana, Mississippi and Ala-

bama are pouring paltry resources into aiding evacuees and need immediate assistance in covering those expenditures. FEMA could rebuild historic architecture and treat historic collections, but will not rebuild anything that is not directly related to health and human services, so libraries may qualify for rebuilding.

Some of the immediate needs could be eased by temporary modular libraries being set up in ravaged communities since it could take an average of 2 years to rebuild the libraries. These modular public libraries cost an estimated \$200,000 each. According to the National Center for Education Statistics (NCES) of the Department of Education, the average cost per capita for materials expenditures for public libraries in the US is \$30. If there are 1 million evacuees that would be a request of \$30 million for materials for the libraries servicing those evacuees.

Under the current dire circumstances, in the areas where evacuees came or were brought, libraries have expanded their services. Libraries are staying open late, adding more resources and going mobile, when needed to serve evacuees.

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Censorship versus Selection

This was posted on the AASL forum this week. It is something to think about—

I am trying to gain more clarity in my mind on the difference between someone trying to censor a book in an elementary school library and requesting or demanding that it be removed and someone questioning the judgment of having a book in the library on the shelves and saying they think it is inappropriate and should be removed.

For example, if a school board thinks that a certain book belongs in the collection and a parent wants it removed, then that would be considered an attempt at censorship. Is that right?

If that same parent is on the Selection Committee and says they don't want the library to have that same book for whatever reason and convinces the majority of others on that committee, then that would be selection criteria. Is that right?

If both of those are right, then the difference between censorship and selection is whether or not the person is on the selection committee or not.

Another angle: What if the selection committee chooses a book and then the district superintendent decides that the book is inappropriate for that school. Let's say the d.s. simply wants to move the book from the elementary school to the middle school. Is that then a part of the selection decision or censorship.

If that is the case, it would be a matter of the person's position.

A response from our very own Gail Dickinson

I remember Lester Asheim saying in library school (way, way, way back there) that a selector looks for what is good about a book, and a censor looks for what is considered bad. If your committee looks through the lens of the selection principles and finds that the book does not meet a need then that is selection. If they turn their back on the selection principles and find one word on the second paragraph of page 52 that they don't like, that to me is censorship, whether it is from a person, a committee, or the librarian. The word "appropriate" always makes me uncomfortable, since it is tossed around a lot and used to describe a host of vague issues (similar to "communication" in a workplace setting). To ease my own mind, I teach that there are 4 types of appropriateness --- appropriateness of reading level, interest level, intellectual level, and emotional level. Just my opinion.

Gail K. Dickinson, PhD

And what about:

I have another question about book selection. In our district, we've been discussing where to place several reward winning books that were in the elementary school libraries. Some think they are emotionally inappropriate for fifth graders and should be moved to the middle school libraries. Others say they are appropriate for at least some of the fifth graders. The reviews generally say they are for ages 10-14 or 4th-8th grade. We are in the process of getting a book selection policy approved. I thought

of recommending that the books be placed behind the desk of the elementary school libraries so that those who want to check them out could do so. But I understand that the ALA does not recommend this because then people might feel weird asking for the books. I also understand that one of the rationale behind removing a book because a few People don't want their child reading it is that it is not right for the desires of a few to deny a book to the rest of the students. But if most of the k-4th grade parents don't want their child to read a particular book, is it ok to not let many or some of the 5th graders have access to the book in the school library? I wouldn't think so. But what does one do? I appreciate any help you might give to me in helping me to come up with some alternatives.

A response:

If a k-1 student wants to look at or read a book that is in a library because it was deemed appropriate for someone older, they absolutely should be able to do so.

A kindergartner who picks up Harry Potter does so because for some reason s/he wants to. It might very well be that the child can't read the book, but for some emotional reason they want to look at it, to hold it, maybe even to borrow it.

Having spend 7 years working with a k-8 population, I learned that part of the reason children grow up to love a library is because a library doesn't say "no you can't." Reading teachers direct students to books appropriate to their reading level, parents direct their children to books appropriate to their moral level, but libraries provide freedom to all readers to direct themselves, to follow their passions, their needs, their longings to go beyond their present skills. Children can be encouraged by a librarian to pick skill/developmental/etc. appropriate books, but in the end we want to let the child pick what s/he wants.

My goal was to always have children leave the library _happy_. That's what fosters a love of reading and libraries.

And another:

As for relegating books to back shelves, the librarian needs to educate the community about why that is not a option, and the heart of what parents need to learn is that their child is not the only child in the school. That parent is not the only parent at school. The library serves the _entire_ school community, not just one family, and we can't be expected to bend-over-backwards to accommodate the literary tastes of just one parent.

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*We can not control the wind, but
we can adjust the sails.*

